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| --- | --- | --- | --- |
| Teacher Name |  | Date of Lesson |  |
| Lesson Topic |  | Targeted Performance Level |  |

**Learning Target/Can Do Statement**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Modes of Communication** – Which modes of communication were addressed?

🞏 1.1 Interpersonal 🞏 1.2 Interpretive 🞏 1.3 Interpersonal

**Evidence of Cultures, Connections, Comparisons and Community**

🞏 2.1 Relating Practices and Perspectives 🞏 2.2 RelatingProducts and Perspectives

🞏 3.1 Other Disciplines 🞏 3.2 Other Perspectives

🞏 4.1 Language Comparisons 🞏 4.2 Cultural Comparisons

🞏 5.1 School and Global Communities 🞏 5.2 Lifelong Learning

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| --- | --- |
| **Goal** | **Evidence** |
| **Cultures** |  |
| **Connections** |  |
| **Comparisons** |  |
| **Communities** |  |

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| **Using target language and providing comprehensible input for instruction** | |
| **Practice** | **Evidence** |
| The teacher uses the target language at least 90 percent of the time. |  |
| The teacher uses a variety of strategies to make language comprehensible.   * paraphrasing * rate of speech * words in context * uses tone of voice * gestures * visuals, objects, realia |  |
| The teacher provides multiple, varied opportunities for students to hear new words/expressions used in highly visualized contexts that make meaning transparent. |  |
| The teacher monitors learner comprehension and makes adjustments as necessary.   * signaling - thumbs up/down * quick draw, quick write * TPR, act out |  |
| The teacher avoids the use of translation by using verbal and non-verbal strategies and also avoids eliciting translation from learners. |  |

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| **Facilitating a learner-centered classroom** | |
| **Practice** | **Evidence** |
| **Planning** | |
| The teacher has clearly established what learners should know and be able to do as a result of the lesson. |  |
| Teacher allows for learner choice when possible. |  |
| Learning experiences are age-appropriate. |  |
| Learning experiences are appropriate for the proficiency level of the learner. |  |
| Instructional materials are well-prepared and organized. Learners have easy access to materials and resources during lesson. |  |
| Lesson design is research-based and learning experiences are sequenced in ways that allow for maximum student learning. |  |
| **Learning Experiences** | |
| Learners clearly understand the learning targets for the lesson. |  |
| The teacher actively models language production prior to having learners work collaboratively or individually. Learners clearly understand how to engage in language tasks. |  |
| Learners work individually, in pairs, and in small groups. The learner, not the teacher, is the more active participant. |  |
| The lesson varies in the level of intensity, and the teacher incorporates physical movement as needed. |  |
| All students learners are engaged and learners work collaboratively to complete meaningful tasks in the target language. |  |
| Learners use the target language for real-life purposes. |  |
| **Assessment** | |
| The teacher offers support and encouragement while providing descriptive feedback. |  |
| The teacher allows for ongoing feedback from a variety of sources to improve learners’ performance. |  |
| Learners work independently, demonstrating progress toward learning targets and self-assessing their progress. |  |